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ABSTRACT

This first in a series of eleven learning modules on program planning, development, and evaluation is designed to develop secondary and postsecondary vocational teachers' skills in planning and directing a community survey which will yield information needed for vocational education program planning to meet community labor requirements. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the six learning experiences and the resources required. Materials in the learning experiences include required readings (on obtaining administrative approval, forming a steering committee, identifying boundaries, and other subjects relevant to conducting a survey), case studies, model answers, administrative approval checklist, steering committee checklist, sample forms, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED149151

MODULE

A-1

Prepare for a Community Survey

MODULE A-1 OF CATEGORY A—PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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NATIONAL INSTITUTE OF EDUCATION

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CE 014 532

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

A community survey is designed to provide comprehensive information concerning current employment and future labor requirements by specific occupations. It is also used to ascertain training needs to fulfill these requirements. The information is gathered from a specific, predetermined area of the community or city.

A well-conducted community survey can provide vocational educators with needed information about occupational opportunities, training needs, resources, training facilities, and individual needs and goals. This information provides a solid base for vocational curriculum revision.

The quality of the information generated by the community survey will reflect the adequacy of the planning which went into the survey. This module is designed to develop your skill in planning a community survey which will yield the information needed for vocational education program planning in your community. Two subsequent modules (A–2 and A–3) carry the process through the next steps of conducting the survey, and analyzing and reporting the data collected.

This module is written to give you the skills you will need to **direct** the planning for a community survey. However, it is recognized that in many school situations, you will not have sole responsibility for planning the survey, but rather will be **sharing** this responsibility with others.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, prepare for a community survey. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 69–71 (*Learning Experience VI*).

Enabling Objectives:

1. After completing the required reading, develop a plan to obtain administrative approval for conducting a community survey (*Learning Experience I*).
2. After completing the required reading, develop a plan to organize a steering committee to assist with a community survey (*Learning Experience II*).
3. After completing the required reading, identify the geographical area in which to conduct a community survey (*Learning Experience III*).
4. After completing the required reading, write letters to hypothetical people in local and state agencies; and critique the performance of a teacher in a given case study in contacting a labor leader (*Learning Experience IV*).
5. After completing the required reading, develop a complete plan for conducting a community survey using the background information given (*Learning Experience V*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

No outside resources

Learning Experience III

No outside resources

Learning Experience IV

Optional

University or state department personnel experienced in community surveys with whom you can consult.

Public employment office personnel with whom you can consult.

Learning Experience V

Required

A resource person to evaluate your competency in planning for conducting a community survey.

Learning Experience VI

Required

An actual school situation in which, as part of your teaching duties, you can prepare for a community survey.

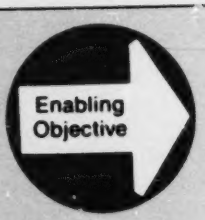
A resource person to assess your competency in preparing for a community survey.

This module covers performance element numbers 1–12, 14, 15 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using the Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



After completing the required reading, develop a plan to obtain administrative approval for conducting a community survey.

You will be reading the information sheet, Obtaining Administrative Approval for a Community Survey, pp. 6–8.

You will be reading the Case Situation, pp. 9–11, and planning in writing how you would justify a community survey to the administrator in that situation.

You will be evaluating your competency in planning to obtain administrative approval for conducting a community survey by completing the Administrative Approval Checklist, p. 13.

Activity

For information on the questions you must be prepared to answer in gaining administrative approval for a community survey, read the following information sheet:

OBTAINING ADMINISTRATIVE APPROVAL FOR A COMMUNITY SURVEY

A community survey is a comprehensive study of the employment climate of a community. It is designed to provide educators with information concerning manpower needs and future labor requirements by specific occupations. A thorough community survey is of great importance to the development of a well-balanced and accountable vocational program.

In many important matters concerning the activities of school personnel, the advice and approval of the school administrator should be sought. Therefore, when you are making plans for a community survey, you must keep in mind that one of your first concerns will be to present the idea of a community survey to your administrator.

The way in which you approach your administrator will be crucial to whether he/she says "yes" or "no" to the project. Yours will be the "selling" job. Therefore, the better prepared you are, the more likely you are to succeed.

It is generally wise to make certain that you meet with your administrator to discuss important business at the **right time.** You should choose a time when he/she is free to sit down and listen to what you have to say—and when he/she is not too preoccupied with pressing school problems.

It is equally important that this conversation occur in the **right place.** This might be in his/her office, at a restaurant during lunch, or in your empty classroom or laboratory. The place selected should be, if possible, free of distractions so that you may have the administrator's total attention when you begin with a **well-organized approach** to what you want to discuss.

The way you approach the topic of a community survey can affect the administrator's attitude toward it. Therefore, when preparing to meet with your administrator, be ready to answer **clearly** and **concisely** the following questions.

- What is a community survey?
- What types of information does the survey yield?
- Of what use is the information which the survey yields?
- How would the information be used in your school?
- How much will this survey cost, and what school personnel will be involved?
- What benefits to the school will the survey produce?

It is of utmost importance that you have answers to these questions prepared before your meeting. Otherwise, you may not make a clear, concise presentation, and your administrator will not have all the facts he or she needs in order to make a knowledgeable decision. This is not to say that you should have prepared a detailed overall plan for the survey before the meeting. A final plan should be formulated **only** after you have your administrator's **verbal** or **written** approval. However, you should have carefully thought about responses to the previously mentioned questions. Your responses should contain the following information.

What is a community survey?—Your administrator may have little knowledge of what is involved in a community survey. It will be up to you to give him/her a complete concise **definition** of such a survey. If your administrator understands what a community survey is, he or she will be better able to make a decision concerning the advisability of approving such a project.

You should begin by explaining that a community survey is a means of collecting base data in a

specific geographical area of the community or city. You should further explain that in such surveys questionnaires are generally used to identify such things as—

- the current employment picture in certain occupations
- future employment requirements in specific occupations
- existing vocational and/or training programs in operation and the number of people enrolled in these programs
- trends in such areas as turnover, new occupations which are gaining importance, the effects of technological change, and job classifications for which there are not enough workers

What types of information does the survey yield?—Questionnaires are carefully designed to gather the information needed. In a specific situation, types of information other than the ones previously mentioned may be initially important. When determining what information is to be gathered, it is essential to have clearly in mind the **goals** of the survey. That is, what is the **purpose** (or what are the purposes) of taking the survey?

Generally, community surveys are planned and supervised in the community or city to provide a sound basis for future program planning. Information obtained from a survey can help educators to intelligently make decisions concerning—

- the need for revision of existing curriculum or courses of study
- the possible need to eliminate some courses of study which no longer appear to be relevant in light of the findings of the survey
- the need to add new curriculum areas or vocational programs

After establishing the purpose(s) of the survey, you need to identify appropriate sources of information within the community or city which can provide the needed data. For example—

- Employers or businesses within the area in which the survey is to be taken can often provide information such as—
  - competencies needed by workers
  - their business' projected expansion needs
  - number of employees in different occupational categories and at different skill levels
  - turnover of employees
- Local or area educational programs and/or institutions could provide such information as—
  - objectives and descriptions of courses and training programs
  - available staff and facilities
- Follow-up of graduates could yield such information as—
  - entry employment by occupational categories
  - employment of former students a number of years later
  - success of former students on the job
  - job satisfaction

Of what use is the information which the survey yields?—At this point, your administrator will want to know **why** this information is needed. Your answer might include the following points: Vocational education prepares youth and adults for the world of work. The world of work is dynamic and constantly changing. Therefore, in order for the vocational programs in your school to adequately prepare students for entry into today's world of work, these programs must reflect the needs of businesses in the community.

One way to find out what these needs are is to **identify** sources which can provide the necessary information and **get** the information. The most logical way to obtain the information is through the use of a community survey.

How would the information be used in your school?—Those who would benefit from a community survey would be the students **now enrolled** in vocational programs in your school and students who **will be enrolled** in future vocational programs. These students will be better prepared for careers in their chosen occupations because the vocational programs will be relevant and will reflect the world of work as it actually is.

Specifically, the data from the surveys would be used in planning for revision of vocational curriculum, for deleting outdated parts of the curriculum, and for establishing new courses of study. In other words, surveys can result in the implemen-

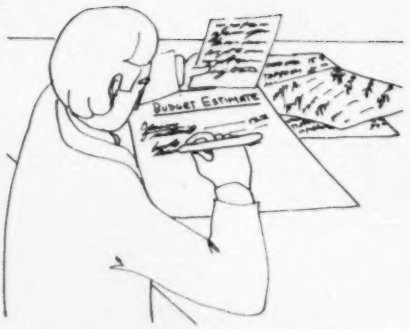
tation of a more meaningful vocational program in the school.

How much will this survey cost and what school personnel will be involved?—To your administrator, this may be the key question. You must be able to give him/her your estimate of the amount of time and money which will be involved in the community survey. You must be able to provide enough concrete information to get his/her approval.

Therefore, you need to identify the best possible sources of this information. You might wish to contact the state department of education in your state. It would have records of community surveys that have been taken in your area. From these records, you can identify the names of schools and vocational educators who have been involved in similar projects, as well as reports which would detail budgeting information.

The board of education in your community may have records of community surveys that have been taken in your community. These records could provide you with information on costs and number of personnel involved. Vocational-technical teacher educators in your state may also be able to help you. They could provide resource materials for planning, including budgeting information.

Information gathered from these sources should give you the needed information to come up with an **estimate** of the approximate amount of hours and money needed to conduct your community survey. Since costs of surveys vary so widely from one community to another, no suggested figures can be given here. Once your administrator gives you approval (oral or written) to proceed with planning your community survey, you can more accurately budget for the entire project.



What benefits to the school will the survey produce?—In addition to the benefits which the students will derive from better planned, organized, and operated vocational programs, your administrator will be interested in the following benefits.

- This will be an opportunity for the school to earn the goodwill of the entire community. It will be an opportunity to show that the school is concerned with all segments of the community in which it is located. It can be an excellent public relations and publicity tool.
- The survey will serve to gain strong support from the business and industrial community for the school. These people will have the opportunity to see that the school is interested in their needs and is attempting to meet their continuing requirement for competent employees through relevant vocational programs.
- Parents can see that the school is seeking to provide programs to help their children reach their career goals.
- School personnel (teachers and guidance counselors) will have the opportunity to go out into the community to help gather survey information. In doing so, they will learn much about the business needs of the area. This should be very helpful as they attempt to prepare students for their careers. It may increase their knowledge of the area and give them a better basis for implementing the career education concept in the school.

The following Case Situation provides background information for you to use in preparing a plan for presenting the need for a community survey to your administrator. Read the situation, and then prepare a written plan for presenting the need for a community survey to your administrator.

CASE SITUATION

You are a vocational teacher at Central High School in the community of Smithville. You have made an appointment with your administrator, Mr. Gleason, to discuss the possibility of a community survey. The administrator tells you that he will be happy to discuss it with you, but can give you only 15–20 minutes of his time at the most.

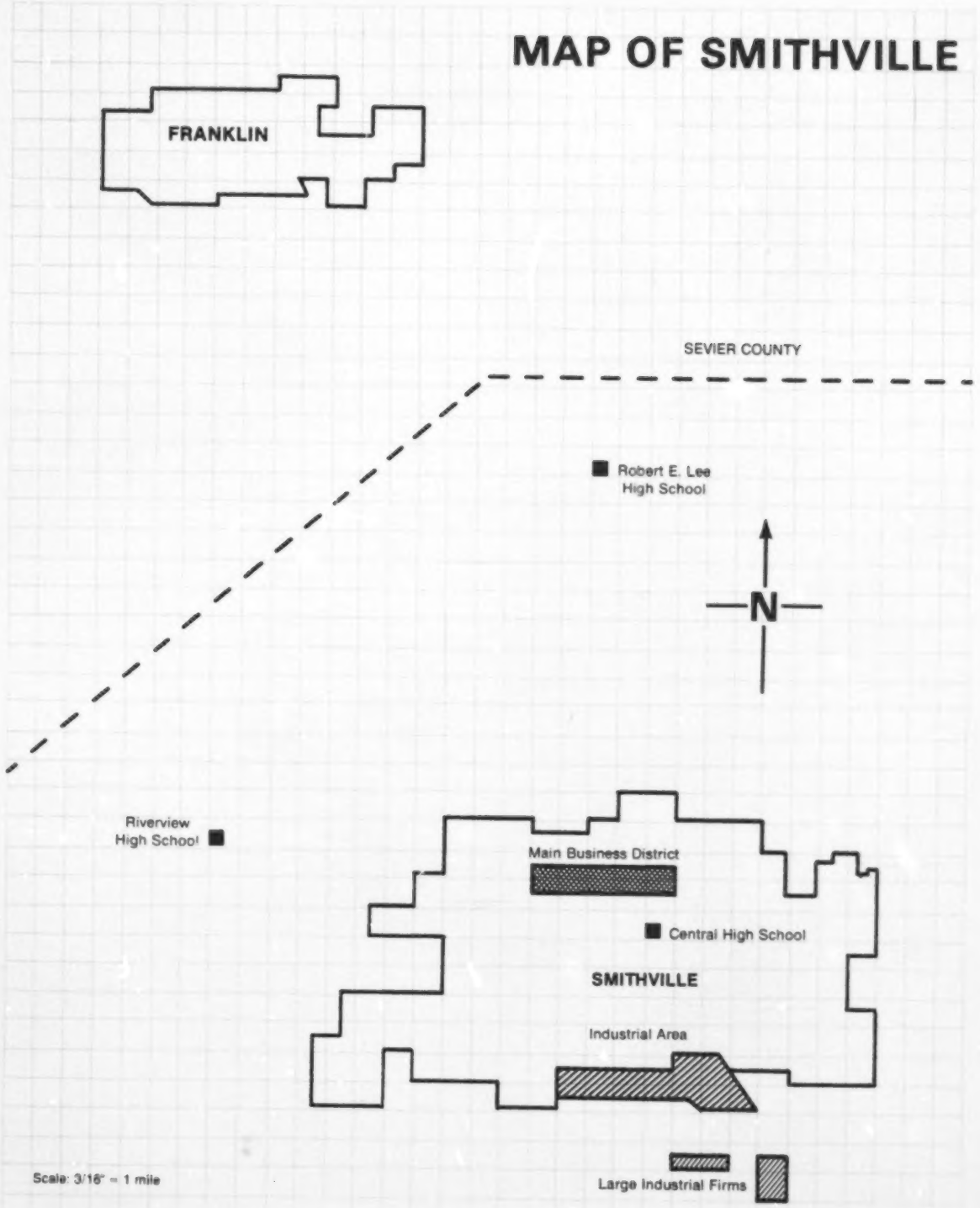
Smithville is a community of 40,000 people. There are approximately 500 business establishments of all types in the community. A majority of them are located in the main business district which is north of the high school, and in the industrial area located south of the high school. (See the map on the following page).

Central High School serves the entire community. There are 1500 students enrolled in the high school (grades 9–12) and 100 faculty members. There are four guidance counselors in the school. There are presently four vocational programs in the school (agriculture, distributive education, home economics education, and trade and industrial education), each enrolling 40 students. Each of these programs has one full-time instructor.

From information you received from the State Board of Education, you learned that Knoxville High School in Knoxville, a community of approximately the same population, conducted a community survey last year. The number of faculty members, students, counselors, and vocational programs in Knoxville is almost identical to Central High School's.

Budget data from the Knoxville survey indicates that the total cost of taking the survey was $452.50. (See budget on p. 11.) Students, faculty members, and guidance counselors worked approximately 100 hours in actually taking the survey and compiling the results.

MAP OF SMITHVILLE



SURVEY BUDGET

Survey Area: Knoxville

School System: Knoxville High School

Duration of Survey: May 1-June 10

I. Personnel	
A. Vocational Teacher (no cost)	00.00
B. Interviewers—Volunteers (no cost)	00.00
C. Secretary—Volunteers (no cost)	00.00
II. Travel	
A. Interviewers (750 miles @ 15¢/mile)	112.50
III. Supplies	
A. Paper (10 reams @ $5.00/ream)	50.00
B. Misc. supplies	50.00
IV. Services	
A. Printing of instruments and 500 copies of final report (done by Board of Education—no charge—except cost of supplies)	75.00
B. Typewriter (use school typewriters)	00.00
C. Publicity—Ads, radio, T.V., and newspaper (free public services)	00.00
D. Tabulating data—Volunteers	00.00
V. Communication	
A. Telephone (25 long-distance calls at $2.00 each)	50.00
B. Postage (500—13¢ stamps)	65.00
VI. Special Expenses	
A. Consultant (to review instruments)—Volunteers	00.00
B. Dinner for steering committee	50.00
TOTAL	$452.50

After you have developed your plan, use the Administrative Approval Checklist, p. 13, to evaluate your work.

NOTES

ADMINISTRATIVE APPROVAL CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
Your written plan includes:				
1. a description of the need and purpose of the community survey	☐	☐	☐	☐
2. the types of information a survey yields	☐	☐	☐	☐
3. the ways in which the information yielded by a survey can be used by the school	☐	☐	☐	☐
4. the benefits to the school of taking a survey	☐	☐	☐	☐
5. an explanation of the personnel to be involved	☐	☐	☐	☐
6. an estimation of the cost involved	☐	☐	☐	☐
7. justification for the expenditure of time and money necessary to conduct a survey	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Obtaining Administrative Approval for a Community Survey, pp. 6–8, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, develop a plan to organize a steering committee to assist with a community survey.

You will be reading the information sheet, Forming a Steering Committee, pp. 16–18.

You will be reading the Case Situation, pp. 18–19, and developing a plan to organize a steering committee to assist with a community survey.

You will be evaluating your competency in planning to organize a steering committee by completing the Steering Committee Checklist, p. 21.

Activity

For information on the role of the steering committee in conducting a community survey, and on the procedures to use in organizing the committee, read the following information sheet:

FORMING A STEERING COMMITTEE

Once you have obtained your administrator's approval to conduct a community survey, you will need assistance in developing the best possible plan for the survey. There are people in your community who have much knowledge of the community, its citizens, and their needs. Many of these people would be happy to give their time and effort to help with a community survey. The most effective way to make use of the help they are willing to give is to organize a steering committee.

Committee Members

A steering committee is a group of people selected to help plan and carry out a specific activity, in this case, a community survey. The members of the committee are selected to help implement the community survey by providing specific information about the community, the citizens of the community, and vocational needs of the area. They can also provide insight into problems that might be encountered in conducting the survey and methods of dealing with respondents.

Steering committee members should represent a broad spectrum of the community. When planning the selection of committee members, you should consider including representatives from business (e.g., personnel directors, managers, civic or professional organization members), labor (e.g., labor leaders, union members, former students now working in business or industry), and education. In addition, you should include parents of students enrolled in the school or institution. In order to more accurately represent the community and its needs, the final selection of the steering committee should include both males and females and members of minority groups. Total membership should probably not exceed nine members.

Once you have identified the people you would like to have serve on the committee, you should submit a tentative list of prospective committee members to the school's administrator. This person has final approval of committee membership and will make the official appointment.

Planning for the First Meeting

As the school representative on the steering committee, you will serve as the liaison between the school and the committee. You will be responsible for organizing the committee, informing members of the purposes of the committee and their roles as members, and recording and reporting its activities. You may serve as interim chairperson for the first meetings until a layperson is elected. Thereafter, you may serve as secretary.

When planning your first meeting with your steering committee, you will need to be prepared to present a complete orientation to the survey. You will need to be thoroughly prepared to give committee members the background information they need to help guide the survey. This will include information on the **need** for the community survey and the **specific use** to be made of the data collected, **community characteristics** (i.e., census data and economic factors), and the specific **responsibilities** of the steering committee.

In addition, you will need to be prepared to thor-

oughly acquaint the group with the vocational program in your school. Committee members will need this information to understand thoroughly the existing program and to explain the program to others when they are in the process of contacting employers to gather data. Members will need an understanding of—

- the type of work for which students are prepared occupationally by job titles
- enrollment in secondary, post-secondary, and/or adult programs by age and sex
- the nature of the cooperative work experience training program and the number of enrollees needing placement for cooperative work experience annually
- any special education and placement situations of your enrollees relating to minority groups, disadvantaged, handicapped, etc.
- the strengths and weaknesses of existing training facilities and equipment

You may find it beneficial to ask people with special expertise in these areas to assist you in preparing for, and presenting information during, this first orientation meeting. For example, you might ask a representative from the state bureau of vocational education to make a presentation on how community survey data can benefit the school and community. You might ask an administrator from your school to present background information on the total vocational program. An official of the county government might be willing to share community census data with the committee members.

You will have major responsibility for making the arrangements for the first meeting of the steering committee. Unless other provisions are made, arranging for the meetings will remain your responsibility throughout the duration of the committee. You should make the following arrangements.

- Provide ample notice of the time and place of the meeting; generally, one week's notice is sufficient.
- The day before the meeting, contact committee members and again remind them of the time and place of the meeting. If applicable, mention parking facilities and/or other arrangements.
- Reserve an attractive and convenient conference room with a large table as soon as the date and time of the meeting are decided.
- Provide name cards and have those in attendance fill out their names when seated at the conference table.
- Provide ash trays for those members who smoke, scratch pads, pencils, paper, and water.
- You may wish to provide coffee, tea, and/or soft drinks.
- Check the room arrangement. Be sure there is an adequate number of chairs.
- Make certain the room environment (heat, light, and ventilation) is comfortable. Ventilation is particularly important if you have members who do not smoke or are irritated by smoke.

The First Meeting

The direction that is provided during the first meeting of the steering committee will determine how successful the committee will be. Members will need to walk out of the meeting with a complete understanding of the purpose of a survey and of a steering committee. They will need to know their responsibilities and be prepared to begin to undertake them.

Committee members should be made aware that the purposes of the survey will be to—

- contact businesses and industries employing persons whose competencies can be developed in vocational programs
- determine the number of employment opportunities existing in the firms which offer potential employment opportunities for vocational graduates and placement opportunities for students in cooperative work experience training
- gather data which can result in more effective program planning relating to—
  - modifying existing or proposed training program as needed
  - providing more realistic guidance and counseling information about placement opportunities on short- and long-term bases
  - determining the degree of business and industry support
  - using data obtained as a basis for recommendations of new technical developments and trends which bear upon curriculum changes
  - providing students with work experience in the real situation of the occupation for which they are preparing
  - providing accurate occupational information for faculty and students
  - establishing a closer liaison and working relationship between the school and businesses and industrial firms
  - determining educational, occupational, and job requirements to guide school training programs

You might consider developing a checklist covering group and/or individual responsibilities. At some point during the meeting, discussion questions should be asked to obtain informal reactions from committee members on the total community situation, what types of information would be helpful in reaching the objectives of the survey, and sources for obtaining this information. This discussion could lead you to assigning committee members the responsibility for gathering the following information before the next meeting.

- community reactions to the proposed survey
- suggestions from the groups they represent regarding ways in which the gathering of information might be facilitated
- suggestions as to any special help they might provide to the community survey effort

During the first meeting, members may want an idea of how long their services will be needed. You should explain that the length of time a steering committee operates depends upon its purpose. In this case, its purpose is to help you plan your community survey, provide knowledge of the community, its citizens, its employers, and the functions of its businesses. When the committee has served its purpose, it will be dissolved at the appropriate time. Your administrator will send each member an official letter of appreciation and formally dissolve the committee.

The following Case Situation asks you to assume that you have made preliminary plans to organize a steering committee to assist with a community survey. Read the situation, and then use the Steering Committee Checklist, p. 21, as a guide to help you (1) revise your preliminary selection of committee members, and (2) plan a more detailed program for the first meeting of the steering committee.

CASE SITUATION

Assume that you have made preliminary plans for organizing your steering committee. From the list of names provided by the chamber of commerce (see following page), you selected the following.

Mr. Jim Foster
Mr. Joseph King
Mr. Glenn Greene
Mr. William Simonton
Mr. Allen James

You have made tentative plans for the first meeting of the steering committee. You have included the following in the program for this meeting:

Introductions
Orientation to the Community Survey
Question-and-Answer Session
Adjournment

When you submit this information to your administrator, you find that he does not like your selection of committee members or the agenda for the first committee meeting.

CHAMBER OF COMMERCE SUGGESTIONS—
PROSPECTIVE COMMITTEE MEMBERS

1. Mr. Jim Foster
   Vice-President of Second National Bank
   Member, Chamber of Commerce
2. Mr. William Simonton
   Owner, Simonton Heating and Air Conditioning Co.
   Member, Sheet Metal Workers Union
3. Ms. Lucy Ashton
   Jr. College Home Economics Instructor
   Member, American Vocational Association
   Member, American Association of University Women
4. Ms. Deborah Moore
   Owner, Moore's Hardware
   Member, NAACP
5. Ms. Jan Wilson
   Realtor
   Member, Board of Realtors
6. Mr. Alphonse Smith
   Truck Driver
   Parent of student in vocational education program
   Member, Teamsters Union
7. Mr. Glenn Greene
   Owner, John Deere Tractor Sales
8. Ms. Jo Jones
   Registered Nurse
   Member of several civic organizations
9. Ms. Mary Taylor
   Homemaker
   Vice-President, PTA
   Parent of student in vocational program
10. Mr. Peter Stringer
    Retired Building Contractor
    Member, NAACP
11. Ms. Alice Greenwood
    Personnel Director, Sears
    Member, NAACP
12. Mr. Joseph King
    Department Manager, Sears
    Graduate of Central High vocational program
13. Ms. Jane Bennett
    Homemaker
    Garden Club President
14. Mr. Allen James
    Assembly Line Worker, Chrysler Corporation
    Member, Amvets

After you have revised your selection of members and planned a program for the first meeting of the steering committee, use the Steering Committee Checklist, p. 21, to evaluate your work.

STEERING COMMITTEE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

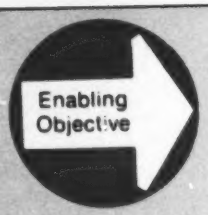
	N/A	No	Partial	Full
The plan specifies or includes:				
1. the organizational structure of the steering committee	☐	☐	☐	☐
2. an explanation of the purposes of a community survey	☐	☐	☐	☐
3. information on the role and function of the steering committee with respect to planning activities of the survey	☐	☐	☐	☐
4. information on the school and community to be presented to the committee	☐	☐	☐	☐
5. questions to be asked of the committee	☐	☐	☐	☐
6. orienting the steering committee to the school's present program	☐	☐	☐	☐
7. information on the specific use to be made of the data collected	☐	☐	☐	☐
8. informing the committee of specific tasks to be performed	☐	☐	☐	☐
9. providing opportunities for the committee to organize their efforts to assist in conducting the survey	☐	☐	☐	☐
10. preparing members to assume a leadership role in assisting the total survey staff	☐	☐	☐	☐
11. representation of both males and females on the steering committee	☐	☐	☐	☐
12. representation of a cross section of the community on the committee	☐	☐	☐	☐
13. not more than nine people on the committee	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Forming a Steering Committee, pp. 16–18, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW



After completing the required reading, identify the geographical area in which to conduct a community survey.

You will be reading the information sheet, Identifying Boundaries for a Community Survey, p. 24.

You will be reading the Case Situation, pp. 25–26, and identifying and explaining in writing the boundaries for a community survey in the area described.

You will be evaluating your competency in identifying the geographical area in which to conduct a community survey by comparing your completed response with the Model Answer, pp. 27–28.

Activity

For information on the factors to be considered in determining the boundaries for a community survey, read the following information sheet:

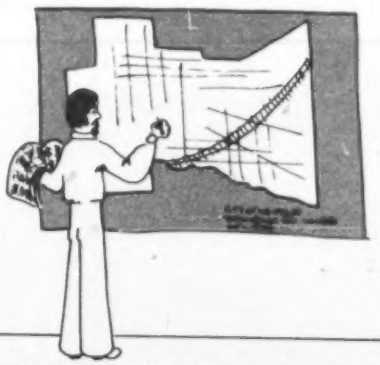
IDENTIFYING BOUNDARIES FOR A COMMUNITY SURVEY

There are no hard-and-fast standards for identifying boundaries for a community survey. However, there are relevant factors (which may vary from community to community) that you should consider in identifying the geographic area of the survey.

Considering the following factors should help you to establish the geographic limits of your community survey.

- **Nature and size of the community.**—Is the community mainly a "bedroom community?" Do the people work in a neighboring town or city? If a large number of the people actually work in another town or city, the geographic boundaries should include these neighboring towns or cities.
- **Neighboring school districts and their programs.**—Knowledge of what surrounding school districts are providing in the way of vocational programs is an important input in determining boundaries for a community survey.
- **Previous surveys.**—Consideration should be given to any previous surveys that have been made in surrounding areas or in the community under consideration.
- **Population density.**—The size of the population in relationship to total area must be considered in identifying geographic boundaries. An area of low population density (e.g., a rural area) would probably require the geographic area to be larger in order to include enough firms to survey.
- **Ethnic or minority groups.**—In some communities, specific ethnic groups may make up the major work force in some occupations. In this case, efforts should be made to include their places of employment in the area to be surveyed.
- **Sizes of firms and their distance from school.**—Consideration should be given to including firms that employ highly specialized workers or a large number of small firms employing workers in certain occupations. In addition, firms located outside daily driving range (over 40 miles) probably would not be considered in a survey.
- **Resources.**—In the final analysis, attention must be given to the time, finances, and human resources available for the survey. Of course, the first consideration should be the other factors which delimit the boundaries, but the area may have to be further reduced because of lack of resources.

For surveys in large cities, it is likely that only a **sample** of employers within the city would be selected for a survey. By using a telephone directory to select the employers, and by pinpointing them on a map, the geographic area can be somewhat delimited.



For small communities, a survey would include all employers in the various occupations. In addition, if the survey area includes a county, you may be able to obtain the latest census data to help you determine the geographical area of the survey.

When considering the area to be included in your community survey, you need to keep all the above mentioned factors in mind. When making the final decision concerning boundaries, you should—

- identify the factors that may enlarge or delimit your survey area
- select the most pertinent factors in keeping with the purpose and objectives of your survey
- use the selected factors to delimit the area of your survey and plot these on a city or state map
- further delimit the area based on available resources

The following Case Situation provides information for you to use in identifying the boundaries for a community survey in Smithville. Read the situation described and then identify, on the map provided, those boundaries. Then **explain in writing** why you decided on those boundaries.

CASE SITUATION

Nature and Size of the Community

Almost all the employed citizens who live in Smithville work in Smithville. A very small percentage (approximately 2%) work in Franklin, a community of 10,000 which is in an adjoining county, Sevier, and about 22 miles from Smithville.

Neighboring School Districts and Their Programs

There are two other high schools in the county where Smithville is located. Each of them offers agriculture, home economics, business and office education, and trade and industrial education.

Previous Surveys

There have been no previous community surveys made in Smithville or adjoining counties.

Population Density

There are approximately 40,000 residents of Smithville. There are approximately 20,000 residents who live in the county outside the Smithville city limits.

Ethnic or Minority Groups

Ethnic groups make up approximately 25% of the population of Smithville and about 14% of the work force.

Size of Firms and Their Distance from School

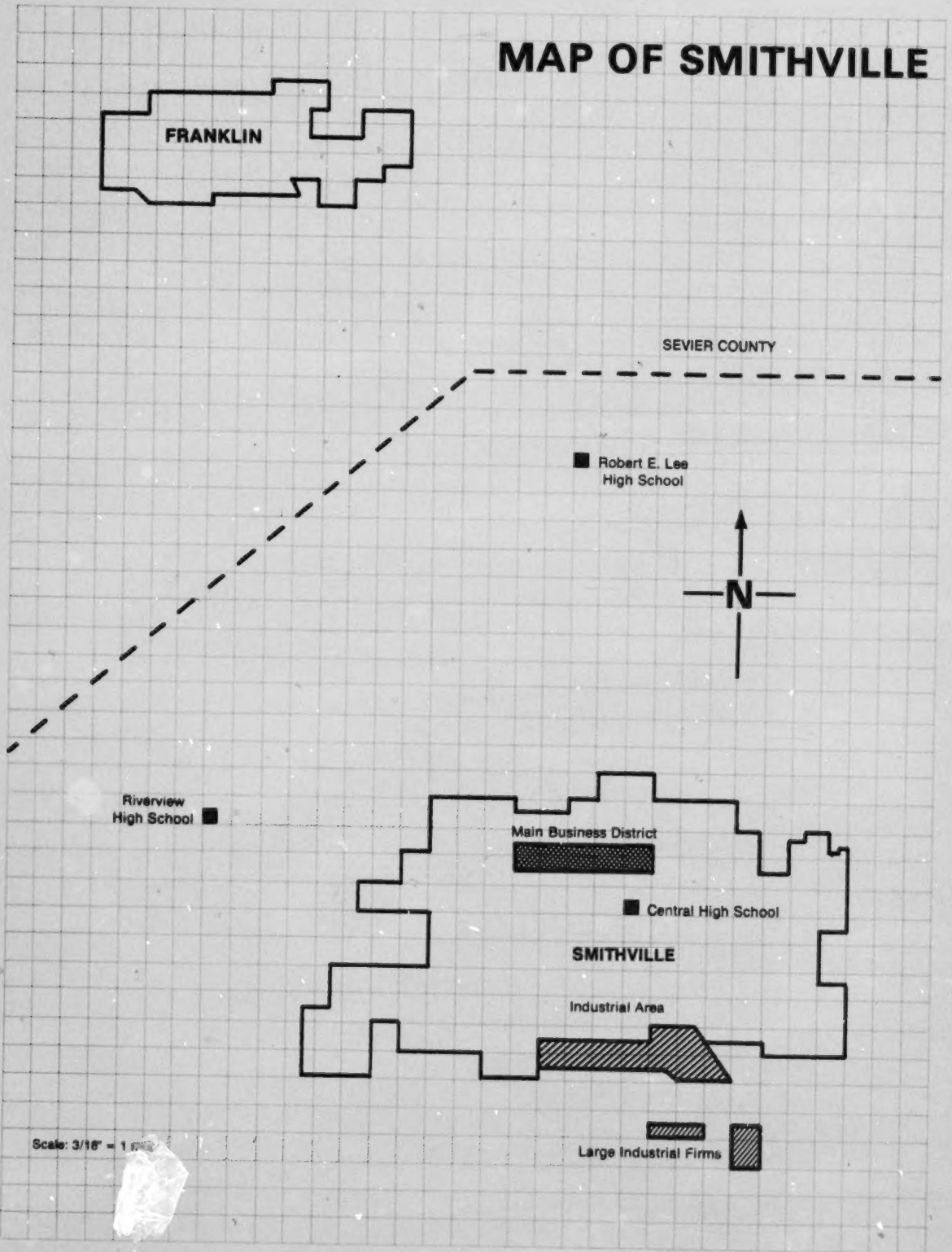
Most of the industrial businesses of Smithville are located in the south part of town, approximately five miles from the school. The main business district is approximately one mile away from Central High.

There are two large industrial firms located 2 miles from the city limits (to the south). They are approximately 7½ miles from the school.

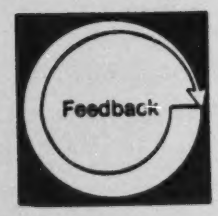
Resources

Your administrator, Mr. Gleason, has said that you may involve school personnel in your community survey. His concern is that you do not take up so much of their time that it interferes with their school duties. He is agreeable to using student volunteers to help, provided they are not working on the survey during school hours. He thinks that he might be able to provide up to $450.00 from the school fund for the project. Based on conversations with various people in the community, you feel that you can probably get an ample supply of volunteer help from interested citizens of the community.

MAP OF SMITHVILLE



Scale: 3/16" = 1 mi.



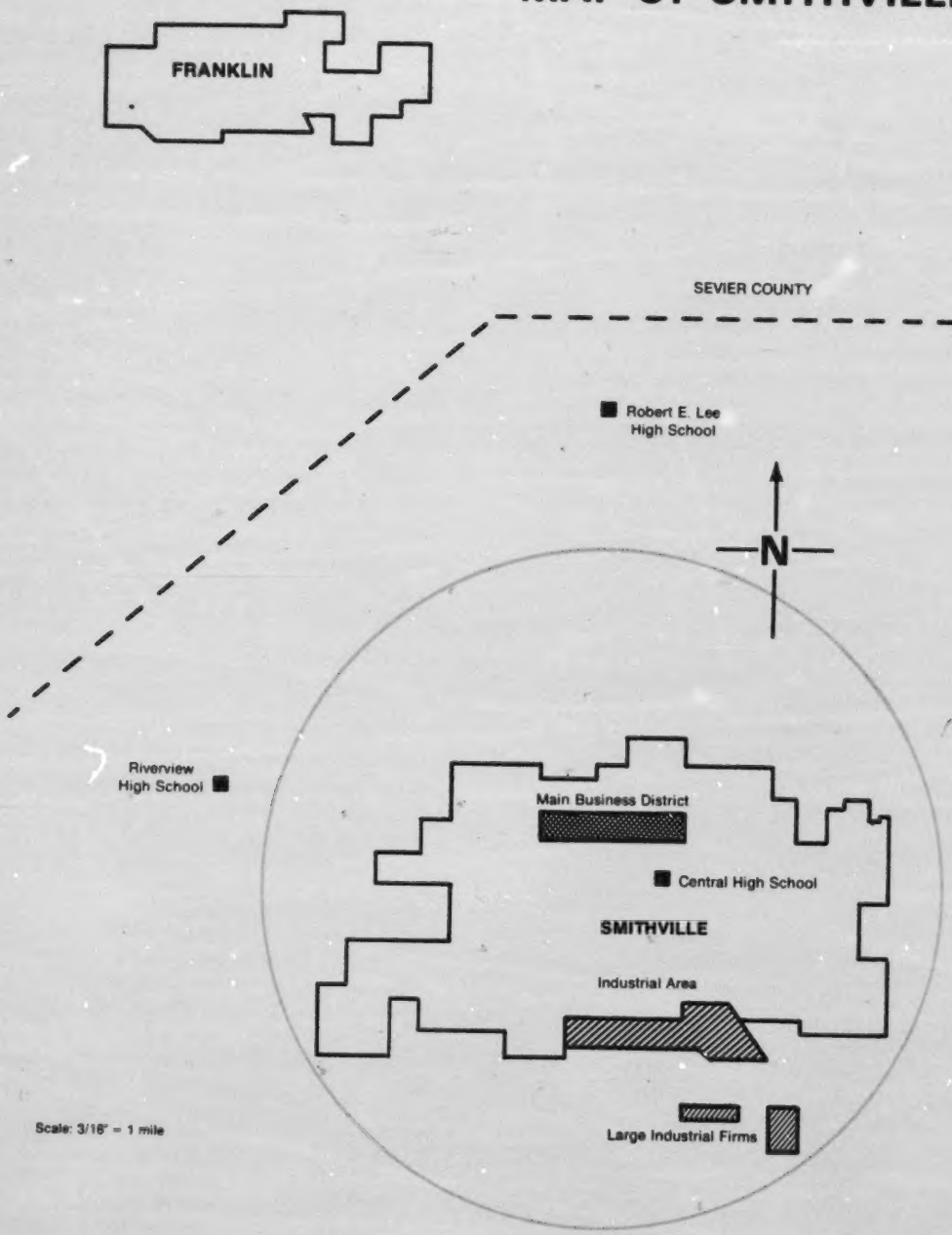
Compare your completed written response to the Case Situation with the Model Answer given below. You should have identified the same boundaries as those on the map on p. 28. Your written explanation need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

The boundaries for the community survey will include the entire city, but will exclude the other two high schools in the county, and the neighboring community of Franklin. Also to be included are the two large industrial firms located two miles south of the city limits. These firms are within daily driving range and probably employ a large number of workers.

Including the entire Smithville area in the survey is entirely realistic in this situation. The school administrator has given approval for the involvement of school personnel and students in the project. He has also indicated that he will probably be able to provide funds to cover most of the costs of the survey. Also, indications are good that you will have as much volunteer help as needed from interested citizens. Since most of the citizens of Smithville work in Smithville (i.e., it is **not** a "bedroom community"), there is no need to include the neighboring county of Franklin in the survey.

MAP OF SMITHVILLE



LEVEL OF PERFORMANCE: Your boundaries should have matched those in the Model Answer; your explanation should have covered the same **major** points. If you identified different boundaries, missed some points, or have questions about any additional points you made, review the material in the information sheet, Identifying Boundaries for a Community Survey, p. 24, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

After completing the required reading, write letters to hypothetical people in local and state agencies; and critique the performance of a teacher in a given case study in contacting a labor leader.

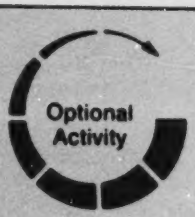
You will be reading the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34.

You will be writing letters to state and/or local agencies designed to solicit information and assistance for conducting a community survey.

You will be evaluating your letters, using the Checklist for the State Department or University Letter, p. 35, the Checklist for the Chamber of Commerce Letter, p. 37, and the Checklist for the U.S. Employment Service Letter, p. 39.

You will be reading the Case Study, p. 41, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in contacting a labor leader by comparing your completed critique with the Model Critique, p. 43.



You may wish to consult with a person from the state department or from a university who has been involved in community surveys.

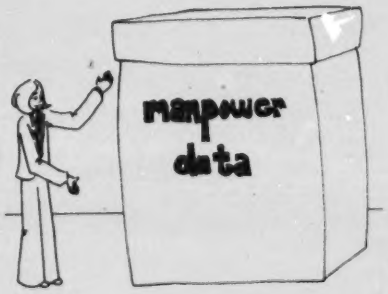
You may wish to consult with a representative from the public employment office in your community concerning assistance in conducting a community survey.

Activity

For information pertaining to the data and assistance available from local and state agencies in conducting a community survey, read the following information sheet:

OBTAINING INFORMATION AND ASSISTANCE FROM LOCAL AND STATE AGENCIES

In planning and conducting a survey, it is important that you involve many agencies and make effective use of the information and assistance they can provide. Manpower data which has already been collected can be found in most communities, and this data should be used. Chambers of commerce, manufacturing and business associations, professional associations, state and university personnel, labor unions, and the U.S. Employment Service are good sources of manpower data. Public utilities make important studies and projections.



Census data are available from county and other governmental agencies. The U.S. Departments of Labor and Commerce conduct many general and special studies. Many states conduct similar studies at the state level. These agencies will readily supply their findings to responsible users.

When conducting a community survey, you should contact these agencies and others to seek out any available data which will increase the accuracy of your findings. The following is a discussion of the types of information which each of these sources might provide, and suggestions for methods of obtaining information from them.

State Departments and Universities

Many state departments of vocational education have personnel who assist local school systems in conducting surveys. Universities in many states also provide similar services. In many instances, state department and university personnel work cooperatively to plan and conduct surveys for local school systems.

State departments or universities may be expected to provide—

- information on guidelines and techniques for planning and conducting a survey
- information on state manpower data
- survey instruments
- training for survey staff
- computer services for analyzing survey data
- consultant services for interpreting survey results

In addition, many state departments, through their own staff or by contract to a university, are developing management information systems. These systems can provide computer printouts on vocational pupil/personnel information and manpower needs for any area of a state. These information systems are presently under development, but some states already have the capabilities of providing some information.

If you are conducting a community survey, you will usually find state and university personnel willing to help as much as their time permits. These persons can assist by advising, counseling, opening channels of communication, etc. When asking for their assistance, however, you should carefully determine how their services may best be utilized without unduly imposing upon their time.

In setting up and conducting a discussion session with a state or university contact person, you may find the following suggestions helpful.

- Prepare for the interview in advance by thinking through the points you want to discuss.
- Inform the contact person briefly of the need for, and purpose of, the survey.
- Ask for information on survey techniques.
- Ask for assistance in adapting these techniques to the community's specific needs.
- Request advice in organizing the format of the survey form and determining the specific data to be collected.
- Inquire about services which might be available through the contact person or his/her staff.
- Take notes during the interview.
- Explore the possibility of getting financial assistance from sources such as the research coordinating unit of the state department.
- Request assistance in interpreting future research results.
- Express appreciation for the assistance given.

Local Chamber of Commerce

The local chamber of commerce maintains specific information on all industries and businesses in a community. This information may include the number of employees at each industry or business, average wages paid to each, worker turnover rates by company, and community census data. In addition, the chamber is constantly striving to attract new industry to a community. Chambers of commerce may also assist in publicizing the survey and its findings.

Local chambers of commerce have always shown interest in providing information for community surveys. In consulting with representatives of a chamber, you should keep these guidelines in mind.

- Explore informal discussions on expected business and industrial expansions in the community.
- Request a list of employers in the geographical area of the survey.
- Explore the possibility that the chamber provide volunteers to assist in conducting the survey.
- Solicit assistance in contacting employers with regard to collecting information.
- Determine whether the chamber will help publicize the community survey and the results of the survey.
- Request time on the program of a regular meeting to explain the need for, and purpose of, the survey.

Local Office of the U.S. Employment Service

The U.S. Employment Service is a division of the Department of Labor. This service assists states in establishing and maintaining a system of over 2,300 local public employment offices in the states and territories. The federal-state employment service provides employers and workers with job development, placement, and related supportive services.

The local office of the U.S. Employment Service can provide you with assistance in the form of statistical reports on local and state employment needs and trends. In addition, personnel at the local office are aware of any manpower surveys which have been completed or are being conducted in the area. The local office can also assist in establishing contacts at the state level to acquire any specific information you may need.

Informal insights into the economic situation of local industries and businesses can be obtained from local office personnel. If proper rapport is established with these personnel, many bits of information regarding the business community can be obtained.

Your local public employment office is in a position to assist you by providing statistical reports covering local and state employment needs and trends. The local office can also help you establish

contacts at the state level, and in some instances, it can assist with the actual survey. If you are planning to conduct a community survey, you should be sure to use the services this agency can provide. To do this effectively, you should follow certain procedures.

- Secure an appointment with the manager of the local office and inform him/her of the need for, and purpose of, the survey.
- Request statistical reports of manpower needs and trends at the local, state, and national levels.

- Request pertinent resource materials on job openings for student use.
- Request his/her assistance in establishing channels of communication with the state office.
- Request assistance in interpreting future results of your proposed survey in the light of manpower needs and trends.
- Ask to be placed on a mailing list to receive reports on manpower needs and trends.
- Discuss other services available through the local office.
- Arrange for future contacts with the office.

Representatives of Labor

Representatives of local labor organizations can provide information and assistance such as the following.

- names of local firms where their members are employed
- numbers of their members participating in apprenticeship programs
- employment opportunities in firms where their members are employed
- assistance in contacting employers

Obtaining information and assistance from labor representatives may require some diplomacy. Labor representatives have responsibility for looking out for the interests of their own organization and membership. Therefore, they may be very reluctant to discuss or to share information unless they are convinced that it will be used for a good purpose.

Even though labor organizations have often been suspicious of vocational education training programs, every effort should be made to obtain assistance from labor leaders. These people have their finger on the pulse of employment opportunities and trends in the local firms where their members work. They should be represented on your steering committee, and you should seek their assistance in obtaining data.

In order to obtain their cooperation in conducting a survey, you will need to understand their point of view and help them understand your own. The following suggestions may be helpful in dealing with labor representatives.

- When requesting information, such as a list of firms where union members work, or information on apprenticeship training programs, do not tell the representative what he/she is to do for you. Acquaint him/her with the need for, and purpose of, the survey, and let him/her suggest ways in which he/she would like to help.
- Be sure he/she understands that the survey results will be published and made available for his/her use, as well as that of employers and teachers. For example, if the results indicate that 25 new carpenters are needed each year in the community, and his/her apprenticeship program trains only 10 each year, the survey would provide a justification for enlarging the apprenticeship program, the vocational training program, or both.
- Point out the advantages of cooperation, instead of competition, between the labor organization and the vocational program. Emphasize that the information you hope to obtain from the survey will help you coordinate your own program better with his/hers.

  For example, you might explain that students who receive training under controlled conditions, such as those in the vocational laboratory, are often better qualified apprentices. Discuss possible equivalency credit which your students may receive for their vocational training should they decide to enter an apprenticeship program.
- Keep your purpose in conducting the survey at the focus of the conversation, and point out that the objective of having a well-balanced, well-trained, rationally-controlled labor supply will benefit the labor organization, as well as the total community.
- Leave the relationship open, possibly by inviting the representative to tour your vocational facility, or by scheduling another meeting to discuss mutual concerns.
- Maintain good rapport throughout the meeting. Do not try to argue if you are unable to get your point across.

Other Agencies

The planner of a survey should be aware that there may exist other agencies which can provide assistance and information. Some states are divided into economic development districts. Each district may have a staff of economic and manpower planners who could provide invaluable information for a local survey. In addition, state governments may have an agency which is responsible for attracting new industry to the state. This agency may have data which could be very beneficial to the planner of a community survey.

Activity

Write a letter to a hypothetical person in each of the following state and local agencies. In these letters, solicit information and assistance for conducting a community survey.

1. State Department of Vocational Education, **or** Vocational Teacher Educator, State University
2. Chamber of Commerce
3. U.S. Employment Service

Your letter to each of these agencies should explain concisely the purposes of the community survey you are about to conduct, and should ask for assistance and for the specific types of information which each can provide. When composing your letters, assume that you are a vocational teacher at Central High School in Smithville, and that neither you, nor any of the staff assisting you, have previous experience in conducting a community survey. Use your imagination to fill in any details, and amplify as necessary.

Feedback

After you have written your letters, use the Checklist for the State Department or University Letter, p. 35, the Checklist for the Chamber of Commerce Letter, p. 37, and the Checklist for the U.S. Employment Service Letter, p. 39, to evaluate your work.

CHECKLIST FOR THE STATE DEPARTMENT OR UNIVERSITY LETTER

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

	Yes	No
Your letter:		
1. informs the contact person briefly about the survey and its purpose	☐	☐
2. asks for information on survey techniques	☐	☐
3. asks for assistance in adapting these techniques to the community's specific needs	☐	☐
4. requests advice in organizing the format of the survey form	☐	☐
5. requests advice in determining the specific data to be collected	☐	☐
6. asks about services provided by the contact person or his/her staff	☐	☐
7. solicits assistance in interpreting the findings of the survey	☐	☐
8. expresses appreciation for the assistance to be given	☐	☐

LEVEL OF PERFORMANCE: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34, study the letter shown in Sample 1 which follows, revise your letter accordingly, or check with your resource person if necessary.

SAMPLE 1

STATE DEPARTMENT LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

State Department of Education
Vocational-Technical Division
202 State Street, Suite 206
Capital City, Oregon 97224

Dear Colleagues:

The vocational staff at Central High School is planning a survey of local employers to determine whether Central's vocational program is adequately serving the community. Specifically, we are trying to collect information which will enable us to decide whether new vocational programs are needed at Central and to revise existing programs to better meet the needs of students and the business community.

This is my first experience in working with a community survey, and the first experience for those at Central High who are assisting me. We greatly need your expertise in helping to make this project a success. Will you please provide me with information about the services which you or your staff can provide for us?

Since we are about to develop the detailed plan for the entire survey procedure, I would be most grateful for any information your office could provide concerning—

- survey techniques and how these might be adapted to meet Smithville's specific needs
- the development of forms to be used in the survey and in reporting survey findings
- what specific data should be collected in the survey

I will be grateful for any assistance you can provide.

Sincerely,

CHECKLIST FOR THE CHAMBER OF COMMERCE LETTER

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

	Yes	No
Your letter:		
1. adequately informs the chamber of the need for, and purpose of, the survey	☐	☐
2. requests lists of employers within the community	☐	☐
3. solicits information on expected business and industrial expansion in the community	☐	☐
4. indicates your willingness to appear at a chamber meeting to inform members of the proposed survey	☐	☐
5. solicits the assistance of the chamber in publicizing the survey	☐	☐

LEVEL OF PERFORMANCE: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34, study the letter shown in Sample 2 which follows, revise your letter accordingly, or check with your resource person if necessary.

SAMPLE 2

CHAMBER OF COMMERCE LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

The Chamber of Commerce
901 Grant Street
Smithville, Oregon 97223

Dear Chamber Members:

The vocational education staff at Central High School is planning a survey of local employers to determine whether Central's vocational program is adequately serving the community. Specifically, we are trying to collect information which will enable us to decide whether new vocational programs are needed at Central and to revise existing programs to better meet the needs of students and the community.

I am writing to request your assistance in contacting employers in Smithville proper and in the greater metropolitan area. Could you provide us a list of present and prospective employers in the survey area?

As you know, we were very fortunate to have advance notice that Midland Electronics, Inc. would be relocating in Smithville. Thanks to a few of your concerned members, we were able to double our electronics program last year and produce many qualified technicians for Midland. Naturally, we would appreciate your advice concerning any new demand for computer personnel.

We are going to be carrying news stories about the survey in the Gazette and on WUSA-TV. You'll be hearing a lot about it soon. We are eager to get your members interested in the survey and to request their help in collecting information. In addition, we will need help getting the message across to the community once the survey results are in. I wonder if you could schedule about 10-15 minutes on your next chamber meeting agenda to allow me to describe the survey to your members? I would be very willing to speak before your group or discuss the survey with you individually at your convenience.

We would appreciate whatever assistance you can offer us.

Cordially,

CHECKLIST FOR THE U.S. EMPLOYMENT SERVICE LETTER

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO column to indicate whether each item was accomplished successfully or not.

Your letter:	Yes	No
1. informs the representative of the local office of the need for, and purpose of, the survey	☐	☐
2. asks what services and information are available from the local office	☐	☐
3. requests statistical reports of manpower needs and trends	☐	☐
4. requests pertinent resource materials on job openings for student use	☐	☐
5. requests assistance in establishing channels of communication with the state office	☐	☐
6. requests assistance in interpreting future results of the proposed survey	☐	☐
7. arranges for you to be placed on the mailing list to receive future manpower studies and reports	☐	☐
8. discusses other services available through the local office	☐	☐
9. arranges for future contacts with the office	☐	☐

LEVEL OF PERFORMANCE: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34, study the letter shown in Sample 3 which follows, revise your letter accordingly, or check with your resource person if necessary.

SAMPLE 3

EMPLOYMENT SERVICE LETTER

Central High School

110 Hunter Avenue/Smithville, Oregon 97223

Director
U.S. Employment Service
1960 Smithville Drive
Smithville, Oregon 97223

Dear Sir or Madam:

The vocational education staff at Central High School is planning a survey of local employers to determine whether Central's vocational program is adequately serving the community. Specifically, we are trying to collect information which will enable us to decide whether new vocational programs are needed at Central and to revise existing programs to better meet the needs of students and the business community.

I am writing to request your assistance in implementing this survey. First, I need to know specifically what services and information are available through your office and through the state office in Capital City. Will you provide me with the name of a person in the state office who could help me with this survey?

I also need any statistical reports of manpower needs and trends which you might have for the Smithville area or for other areas in the state. If you have current information on job openings in the Smithville area, these would be most useful to me.

Please put my name on your mailing list to receive any studies of manpower needs in this part of the state. Mr. Joe Smith, another vocational instructor at Smithville High, would also appreciate being put on your mailing list.

I will contact you by phone within the next two weeks to arrange a meeting with you. I sincerely hope that you will be able to help me with planning the community survey and later with interpreting the information provided by the survey.

I look forward to meeting you.

Sincerely,

The following Case Study describes how Tom Arnold, a vocational teacher, went about contacting and meeting with a labor leader to get assistance in conducting a community survey. Read the situation described and then explain (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his responsibilities.

CASE STUDY

Tom Arnold, a vocational teacher at Knox Area Vocational School, was conducting a community survey in Knoxville. When he was down at the chamber of commerce office to get a list of employers in the community, Mr. Brown suggested that he talk to someone at the local labor organization to ask if they had any information on the employment situation in Knoxville. According to Mr. Brown, the labor organization kept a pretty extensive file of its own on training needs in the community.

Tom made an appointment with Mr. Hardin, the local labor representative, in hopes of getting to look at some of their records. "It would really be a help if they'd clue me in on their own predictions about employment needs. It sure would save a lot of time."

Tom thought awhile about the interview and imagined a couple of good beginnings. But, he decided not to worry about it. "I'll just get nervous if I think too much about it," he decided.

He felt pretty confident and happy as Mr. Hardin greeted him with, "Hello, Tom, what can I do for you?"

Tom sat down and fumbled through his briefcase until he finally found a brochure describing the vocational program. "I'm conducting a survey for Knox Area Vocational School, and I thought you might be interested in what we're trying to do."

Mr. Hardin replied, "A survey? What kind of survey? Another one of those vocational education projects?"

"Well, yes, that's right, I'm a vocational teacher," answered Tom. "You see, there may be a good reason to change the program we offer or to offer a different program, but we don't have anything to go on unless we get some real information from employers in the community about what kind of job openings they're going to be having and what trends they see in the future."

"What does that have to do with me?" Mr. Hardin asked, as he began to get a little more interested. "I'm not an employer."

"Yes, I realize that, Mr. Hardin, but as you know, the labor organization is really close to the employment needs of the community. We need both sides of the picture—employers and labor. I'd appreciate any information you have on what types of workers you need right now and in the future, and what types of training you'd like us to offer students."

"Well, it's really none of my business, Mr. Arnold, since they are your training programs. Besides, we have our own training programs. We'd just as soon take someone fresh out of high school with a general education and train them right."

Tom got a little offended by that answer and couldn't help asking, "What do you mean by **right?** We'd like to train people while they're in school so that, whether they graduate or not, they'll still be able to get a good job."

Mr. Hardin was getting a little annoyed, too. "It seems to me that you people want to give a person a little bit of training in a bunch of different skills and then let him or her work for someone until he or she learns something. You'll defeat your own purpose by flooding the market with half-qualified people. If this is true, why should I help you do that?"

By this time, Tom saw that he was getting nowhere by arguing with Mr. Hardin. Tom replied, "All I want is a list of places where your people are employed, the type of training you give them, future job needs you know about, and . . . "

At this point Mr. Hardin stood up and walked around his desk to open the door for Tom. "This meeting has taken longer than I intended, Mr. Arnold, and I have another appointment. Let me think about your request for a few days. However, I honestly don't think we can supply you with that information."

Tom left Mr. Hardin's office a little disappointed that things had turned out the way they did. "Oh, well," he said to himself, "I didn't think he'd be any help. I guess we may just have to get along without his support."

NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Unfortunately, Mr. Arnold was not very well prepared for this meeting. One of the few things he did right was to call in advance to arrange the meeting with Mr. Hardin.

The key to Mr. Arnold's inability to establish and maintain rapport with Mr. Hardin is found in the last paragraph when he said, "Oh, well, I didn't think he'd be any help. I guess we may just have to get along without his support." Mr. Arnold walked into the meeting with this negative attitude and communicated it to Mr. Hardin, making it impossible for the two men to talk effectively.

Mr. Arnold was not well organized. He fumbled in his brief case for information to give Mr. Hardin and became flustered. He made the mistake of arguing and being very blunt.

Mr. Arnold could have been given a complete copy of the rationale for the community survey which could have included a section on the benefits to labor in cooperating in the study. The results of the study could have prevented a duplication of effort on the part of labor in collecting similar information.

If Mr. Arnold had been more tactful and better prepared, and had had a positive attitude, his chances would have improved 100 percent. Had he left the rationale for the community survey for Mr. Hardin to study and asked him to consider ways in which his organization might provide expertise to the project, he would have had a reason to call him back after he had a chance to look it over. As it turned out, his chances of discussing the survey with Mr. Arnold again are practically nonexistent.

LEVEL OF PERFORMANCE: Your completed critique of the Case Study should have covered the same **major** points as the model response. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Obtaining Information and Assistance from Local and State Agencies, pp. 31–34 or check with your resource person if necessary.

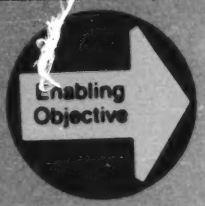
You may wish to arrange through your resource person to meet with a university faculty member or a person with the state department who has been involved in a community survey. During this meeting, you could discuss ways in which you can involve state or university personnel in a community survey. Ask the person to explain his/her role in the survey he/she was involved in.

You may wish to arrange through your resource person to meet with a representative from the public employment office in your community. During this meeting, you could discuss the services his/her agency can provide in terms of conducting a community survey.

NOTES

Learning Experience V

OVERVIEW



After completing the required reading, develop a complete plan for conducting a community survey using the background information given.

You will be reading the information sheet, Developing a Complete Plan for Conducting a Community Survey, pp. 46–54.

You will be reading the Case Situation, pp. 54–63 and, based on the situation described, developing a complete plan for conducting a community survey.

Your competency in developing a complete plan for conducting a community survey will be evaluated by your resource person, using the Checklist for Planning a Community Survey, pp. 65–66.

Activity

For an explanation of the three main steps in the development of a detailed plan for conducting a community survey, read the following information sheet:

DEVELOPING A COMPLETE PLAN FOR CONDUCTING A COMMUNITY SURVEY

The development of a detailed plan for conducting a community survey involves three main steps:

1. adapting existing community survey materials to local needs
2. recruiting the survey staff
3. developing a plan of activities for the survey staff to follow in conducting a community survey

Let's look at each of these steps in detail.

Adapting Existing Community Survey Materials to Local Needs

You will not need to develop from scratch the instrument you will use to obtain data. A great variety of these instruments, for vocational education in general and for specific occupational areas, already exist. They may be acquired from vocational education personnel locally, at universities, and in state departments.

Some state departments require the use of one particular instrument. These instruments are also available in resource materials in the library. In your search through the library's index files to locate these resources, look under such subject headings as: Surveys, Social Surveys, Education Surveys, Community, Occupational Information, Manpower Forecasting. You should locate several instruments which fit your survey objectives (i.e., to determine program needs and local occupational opportunities for your vocational area).

Any instrument you consider using should meet certain general criteria. An instrument should be reasonably short and easy to fill out. A good rule to follow is that an instrument should (1) be no more than five or six pages, and (2) take no longer than one half hour to complete. Questions should follow a logical sequence, and each individual question should contain only one major idea. A simple, brief, straightforward instrument which is aimed at the desired objectives should be your goal.

Some basic items which you will probably want included in a survey instrument are—

I. Employment situations for vocational graduates
   A. Employment situation of the firm
      1. Number of total workers
      2. Number of workers by job title (for purposes of consistency, it may be advisable to use the Dictionary of Occupational Titles, or DOT)
      3. Number of full- and part-time workers by age and sex
      4. Number of annual replacements needed
      5. Methods and sources of recruitment for job openings
      6. Anticipated employment needs in the next five years
   B. Employment opportunities for your vocational teaching area by job title
      1. Number of employees presently needed ac-

cording to age; sex; part-time, full-time, or seasonal

2. Average annual number of new entrants according to age; sex; part-time, full-time, or seasonal
3. Projected annual number of new entrants needed in the next five years according to age; sex; part-time, full-time, or seasonal
4. Reasons for shortages of qualified candidates for employment in this area within the local community
5. Starting and maximum wages
6. Working hours per week
7. Union restrictions
8. Requirements for employment
   a. Type of competency (minimum level, preferred level)
   b. Type of experience (minimum level, preferred level)
   c. Type of education (minimum level, preferred level)
   d. Type of training (minimum level, preferred level)
9. Chances for advancement
10. Necessary experience, education, training, or competencies which the employer perceives are not being adequately covered by the school(s) at present
11. New and emerging related occupations anticipated in the next five years

II. Placement opportunities for cooperative work experience

A. In-plant training opportunities
   1. Number of student trainees that employer will accept
   2. Hours per day on the job available for trainees
   3. Days per week on the job for trainees
   4. Estimated beginning hourly wage
   5. Specific job titles for trainee placements
   6. Formal on-the-job training programs offered

B. Trainee requirements
   1. Minimum age accepted
   2. Types of competencies
   3. Minimum and preferred level of competency
   4. Types of course work completed
   5. Minimum and preferred level of course work completed
   6. Type of education completed
   7. Minimum and preferred level of education completed

Adaptation of Information

In order to determine how to adapt the information in these instruments to fit local needs, you need to consider the following questions. Information obtained from these questions will help you to adapt your model instruments into a single survey form which fits your local situation.

What kinds of data do you want to obtain?—The goals and objectives which you have previously set up for the survey will determine the types of questions you will need to ask.

What are your budget constraints?—You would not want to set up a computer-processed questionnaire in a district with a small survey budget and no district computer facilities. If you have a low budget and small staff for the survey, you would not wish to use a questionnaire which would entail an immense amount of hand processing. Your budget will also determine whether you can conduct the survey by telephone, personal interview, hand-delivered questionnaires, or mail-out questionnaires. This will, in turn, determine the type of questionnaire instrument you will need to use.

What geographical area did you choose in which to conduct the survey?—The size of your geographical area and type (urban, suburban, rural) of area it is will affect the types of questions which will need to be asked.

What do you already know about the area in which you will conduct the survey?—You should have consulted the local chamber of commerce and the local office of the U.S. Employment Service to identify local employers and obtain information on manpower trends and needs. Questions which ask for information which already is available and up to date should not be used.

What can your steering committee do to help?—This committee was chosen to represent a broad spectrum of the community, including parents, and persons from labor, business, education, and minority groups. Given the model instruments you have selected, they should be able to use their familiarity with the local situation to indicate to you how well these instruments fit the local needs and conditions. They would be able to point out questions which are irrelevant or need revising, and additional questions which need to be asked.

Recruiting the Survey Staff

A competent survey staff is vital to the success of a community survey. Therefore, the recruitment of the survey staff is extremely important.

The school's guidance and counseling staff should be encouraged to be a part of the survey staff and should play a major role in conducting the survey. Their participation in a survey can give them deeper insights into community employment and placement situations. Thereby, they will be in a better position to provide accurate occupational service to the students they counsel. In turn, guidance personnel will be providing you with information on student interests which will be a helpful input into the information compiled during the survey.

Other vocational teachers in the school can (and should) assume major responsibilities in the community survey effort. Their programs and students will profit from the information contained in the survey, just as yours will.

Academic teachers will find this involvement will greatly add to their professional outlook and understanding of the real world of work. Their teaching should be enriched by the knowledge they gain. In addition, the involvement of teachers and guidance personnel can—

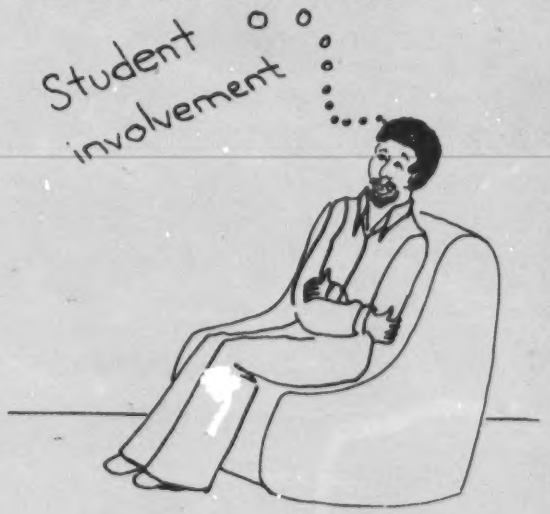
- develop continuing leadership and competency in the school system to conduct future surveys
- strengthen the working relationship among the vocational, academic, and guidance personnel
- widen teachers' acquaintance with the business and industrial community
- provide teachers an opportunity for increased communication with vocational as well as academic students
- heighten teachers' understanding of the role of the vocational program in relation to the business and industrial community
- provide guidance personnel with factual occupational information

You will probably wish to hold a teachers' meeting to recruit faculty and guidance personnel to assist you in the survey. During the teachers' meeting, you should inform them about the purpose of, and procedures to be used in, conducting the survey and the proposed timetable for its completion. You should also explain the need for their assistance in conducting the survey and urge them to participate. The teachers might also be able to provide you with the names of students who would be capable of assisting with data gathering. Before the meeting adjourns, you should ask them to inform other community groups with whom they are in contact about the survey.

As soon as possible after the teacher's meeting, you should contact individually those teachers and guidance personnel, suggested by the administrator, who could be released to participate. You will need to obtain their commitment to assist in the survey while the importance of the community survey is still fresh in their minds.

Recruiting Students and Directing Their Involvement

The complexity of gathering data for the community survey from local employers will vary from community to community. For example, in small or medium-sized communities it is probably relatively easy to contact local employers. However, in large urban areas, contacting employers may require more time and personnel as well as more sophistication on the part of the interviewers.



The vocational teacher or director of the survey, along with the steering committee, will need to determine early in the preplanning phases the extent to which students may be involved in data gathering. Regardless of the manner in which they are involved, the key to their successful participation will be to thoroughly acquaint them with the work they are to do. Students at the secondary school level may be given certain limited responsibilities when carefully selected and trained for the task at hand.

You will need to tell teachers, guidance personnel, and administrative staff the number of students who can be used profitably in the survey. Ask these people to provide you with the names of students capable of assisting you in the community survey. Specify the responsibilities you plan to assign to them. After identifying the names and selecting the students to assist, acquaint them thoroughly with the following concepts:

- the purpose of the survey
- the survey form, its contents, terminology, meaning of items, responses needed, etc.
- the purpose and procedure to be used in data collection, personal interviews, etc.
- the duties and responsibilities which the students will be given (e.g., limited data gathering, addressing letters, sorting forms, typing direction sheets)
- interview techniques (may be learned through supervised role-play)

With the assistance of the steering committee, you can assign students to predetermined groups headed by mini-team captains to help with the survey. For example, you might wish to assign the older students to handle data-gathering tasks, or those with typing experience to the clerical tasks. Regardless of the type of tasks you assign, be sure all oral instructions are supplemented with **written** directions regarding the survey form, data collection, interview techniques, etc.

You should also inform the students on how to meet emergency situations. For example, students should know who to call if an employer asks for information which they can't supply, and what procedures to follow in obtaining supplies if they should run short of survey forms, typing paper, etc.

They should be acquainted with the kinds of data they will be collecting and informed of the care to be given the completed survey forms and with whom to deposit them upon completion.

You may wish to consider carefully some of the following suggestions when involving secondary students in data gathering. If it is decided not to give students the full responsibility of contacting employers and completing the entire survey form and data gathering, the following responsibilities may be appropriate.

Assign a student to work with a teacher, a guidance person, or a member of the steering committee. Give the student the responsibility to appear at the office of the employer or the employer's personnel office (for larger firms) one half hour before the arrival of the principal interviewer. Have the student complete the background data (demographic information, etc.) on the firm and, thus, save the interviewer time in completing the survey properly. (This step may also be done concurrently.)

Have the student join the superior to whom he/she is assigned and, in the role of an observer, follow through the data gathering process with the employer. After having gone through this experience several times, it is probable that he/she could assume a larger role or the full responsibility of completing the survey form under certain conditions.

For example, determine which students may have been employed with any of the firms to be contacted. Or, determine which students have a relationship with the firm through family connections or as immediate friends of the family. In these situations, employers may be less reluctant to provide information to the younger, less experienced student interviewers.

After the student returns from the data-gathering interview, have the completed survey forms checked carefully for completeness and accuracy. If questions arise concerning data collected on any item of the survey form, confer with the student for clarification. If the data still needs clarification, it would be desirable for you or another faculty member to contact the employer's office to seek clarification. It is further recommended that appointments with employers be made by the survey director or some member of the faculty.

Developing a Plan of Activities

Good, clear, thorough planning is a prerequisite to success for any endeavor. Before you can proceed in conducting this survey, you will need to develop a complete list of the activities which need to be completed. You will also need to establish a timetable for the major activities. These serve as guidelines to the persons involved, enabling them to keep on task and on schedule.

In order to obtain reliable results from the survey, it is necessary that those persons who are collecting the data be consistent in their approach and in their explanations to employers. Therefore, written information needs to be developed which will clearly spell out to the survey staff what their exact responsibilities are, how to use the survey instrument, procedures for handling the actual survey process, and the survey goals and objectives.

List of Survey Activities

The list of activities which you develop should include all the general events which will have to occur from the time you receive administrative approval for the survey to the completion of the project. These events will, of course, vary according to your survey objectives and your local conditions. The following activities are typically included in such a list.

- Draw up a working agreement between the school and the survey team after first obtaining the school administrator's approval to conduct the survey.
- Organize a general survey committee, drawn from the total survey team, to act as mini-team captains.
- Acquaint all members of the survey team as to their duties and responsibilities.
- Acquaint the survey team with the information and data to be secured from the employers for entry on the survey form. Review the survey form with them.
- Acquaint the survey team with—
  - personal interview techniques and procedures
  - the Dictionary of Occupational Titles to assist employers to properly identify job titles of employees to match DOT classification, where possible
- Acquaint the survey team with the use to be made of the findings or results of the survey.
- Inform team members of the procedure for securing appointments with the employers.
- Determine the number of employers to survey.
- Pinpoint these employers on a map of the community within the identified area.
- Divide the geographic area as equally as possible on the basis of number of employers to survey. Assign a mini-team to survey each area and allocate each a near equal number of employers.
- Appoint a team captain for each minor geographic area.
- Set a proposed timetable for completion of the survey agreeable to the survey team. Agree upon a starting date for all members of the team to survey two or more employers.
- Hold a meeting of the survey team immediately following the completion of the initial surveys to iron out any problems arising.
- Hold periodic meetings of the team captains to give direction and ensure that the agreed timetable is being met by the mini-team members under their supervision.
- Involve other vocational staff members in the survey effort to develop ongoing leadership and competence in community survey techniques.
- Establish budgetary controls for expenses involved in conducting the survey with the school administrator.
- Allow time for rescheduling of appointments which are cancelled due to emergencies.
- Involve the team captains and the vocational faculty in summarizing the information and data.
- Devise a plan for disseminating the findings or results to administration, faculty, and public, with the aid of your steering committee and survey team captains.
- Arrange for the school administrator to send letters of appreciation to all members and employers cooperating in the survey.

Extended Activities

- Arrange to acquaint other vocational staff

members with the information or data gathered that may be of use to them in their specific teaching field.

- Submit the findings or results to the school administration for review, discussion, and approval.
- Evolve plans to implement your program development based on the findings or results of the survey.

Timetable

Once you have determined the required activities, the specific events can be placed within the framework of a timetable. Some of the things a timetable for the survey should include are—

- a proposed date for the completion of the survey
- a starting date for all team members to make an initial survey of at least two employers
- a meeting after the initial survey to iron out problems
- meetings to be held at regular intervals
- time for rescheduling of appointments that were cancelled

Survey Team Responsibilities

Based on your survey objectives, local conditions, and your plan of activities, it should be a fairly simple process to determine the boundaries of your survey team's responsibilities.

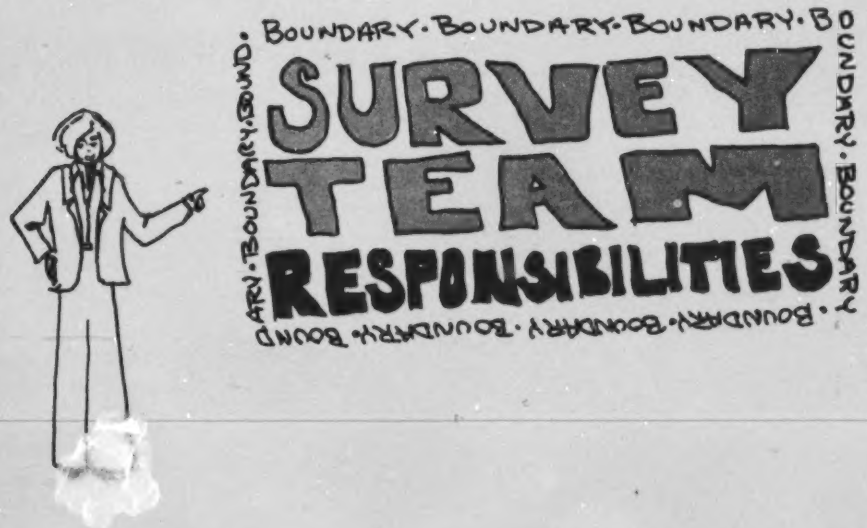
A survey team should be responsible for securing appointments with the employers to be interviewed, and, then, interviewing the employers. During the interview, they need to—

- use the survey form properly
- secure the information needed
- record responses at the time they are made
- account for all non-responses in detail
- record all significant events that occur during the interview

Following the interview, they need to check the survey forms for completeness, readability, and legibility before turning them in at the time designated on the timetable.

Survey Team Guide for Conducting the Survey

The survey team must be provided with an information guide or sheet which spells out the purpose and use of the survey, team members' responsibilities, and any **other specific directions** necessary for team members to conduct the actual survey consistently and competently. Sample 4 is a direction sheet prepared for survey team members to use as a guide in conducting a survey interview.



SAMPLE 4

DIRECTIONS FOR A SURVEY INTERVIEW

Making Appointments

Obtain an interview.—You must attempt to obtain an interview at the first call. If this does not happen, make definite arrangements to obtain a commitment for the discussion of a convenient interview at some time in the immediate future.

Occasionally, the respondent may attempt to avoid making an appointment with you. If this is apparent, you should quickly state the purpose of the survey and its importance. Try to arouse interest in the respondent. However, do not tell the respondent that the interview is for his/her benefit. It may have just the opposite effect.

If you make an initial contact by telephone or in person, without a prior appointment, very often the respondent will be too busy to discuss the survey with you. If this happens, try to arrange a date and time for another contact.

You should always show up punctually for the appointment. It makes a good impression on the respondent and shows that you are courteous and that you consider his/her time to be valuable.

Contact potential respondent in advance.—The first impression made on the respondent is very important. It can influence how he or she feels about the interviewer and the survey. Whether the initial contact is made by telephone or letter, the respondent should be made to feel that the interviewer is doing an important job, and that the respondent is an important element in that job. It is most important that an atmosphere of professionalism be established. The following elements of the initial contact should be considered.

- Introduce yourself and state the purpose of the contact. Not only is this courteous, but it helps to dispel suspicion.
- Explain who is conducting the survey. Indicate that the organization you represent is reliable.
- Explain the subject and purpose of the survey. State this in broad terms to avoid any implications of a highly involved or complicated process. It may be best not to reveal the actual purpose of the survey. Such knowledge might result in a lack of cooperation or a prejudiced response to the survey. A general purpose statement and an emphasis that **ideas** are wanted, is sufficient.
- Explain how the respondent was chosen. Some respondents are suspicious. Unless given a satisfactory answer, respondents may think of an underlying ulterior motive and refuse to cooperate.
- Explain that the interview is confidential. Do not dwell on this point. An overemphasis may make some respondents self-conscious or suspicious.

Administrative Procedures

To a great degree the success of the interview is dependent upon the ability of the interviewer to create a friendly atmosphere, one of trust and confidence when the respondent is first contacted. There is no one best way of establishing rapport. People are different, and these differences must be taken into account.

The interviewer must make the respondent feel that the interview is open and frank.—You must show no sign of approval or disapproval of a respondent's answer. A respondent may alter an answer if he or she feels that it was not correct or not what you wanted to hear. Therefore, you should not react either negatively or positively to a response. Rather, you should react only to the respondent's honesty and cooperation.

The interviewer must make the respondent feel the survey is important.—People are more responsive if they know that what they are being asked to participate in is important. Do not make the mistake of saying the survey is of importance to the respondent. This is not always true. Simply state the purpose of the survey, and to whom it is important.

The interviewer must make the respondent feel that his/her answers are important.—When respondents are chosen by chance, they often find it difficult to see why their answers are important. Tell them that a random selection, if actually made, is one way of helping to ensure an unbiased cross section of the population being researched. If the respondent was selected by other means, this should be explained.

The interviewer's appearance must be professional.—An interviewer's physical appearance is probably the first impression to be made on the respondent. You should be sure that you are well groomed and dressed in appropriate attire.

The interview should be conducted in a quiet place.—Survey interviews generally take a half hour or more. They should be conducted in a quiet place so you can have the respondent's full attention. Requesting a quiet location may also help to reinforce the importance of the survey.

Employers usually find it more convenient if interviews are conducted in their places of business. However, depending upon the type of business the employer is engaged in, and whether he or she has a private office, you may have to conduct the interview amidst noise and interruptions. Therefore, you might consider asking the respondent if he or she would like to meet with you over lunch, in his or her home, or in some other quieter place. If the employer is having unexpected problems or major interruptions at the time of the interview, it may be best to end the interview after making an appointment for another time.

The Questionnaire

The questionnaire is the basic tool by which information is collected. Therefore, its proper use is important, and you should observe the following guidelines.

The questions must be asked precisely as specified.—The major reason for using a prepared questionnaire is so that, no matter who asks or answers the questions, the results should be comparable. If you feel that the respondent is uncomfortable with a word or question, or he/she is uncomfortable with a question, you may feel inclined to reword it. **Rewording must be avoided.** If there are such questions, you must practice asking them until they feel natural to you.

Questions must be asked in the order presented on the questionnaire.—The sequence on the questionnaire may have been structured to provide a continuity between questions and to facilitiate the interviewer's task. Another sequence may be designed to obtain certain information or establish an atmosphere. A departure from the established sequence could result in unwanted circumstances.

Every question must be asked.—The only exception to this guideline is when a contingent question is built into the questionnaire. These are clarification questions asked when a particular answer has been given to a preceding question.

When a question is not understood or is misinterpreted, it must be repeated, in the same words, not paraphrased.—Since questions are normally pretested, they seldom are misunderstood. Questions misunderstood or misinterpreted should not be "explained." If, after several attempts of repeating the question as written, it is still not understood, mark the question and proceed to the next. When this occurs, report them so that appropriate corrections can be made in the question.

Questions which respondents hesitate or refuse to answer initially must be handled tactfully in order not to destroy rapport.—When you prepare to ask a question you believe to be sensitive, do not indicate this to the respondent. The question should be asked in a natural matter-of-fact manner. If the respondent hesitates, he/she should be reminded of the confidential nature of the answers. Excessive pressure should not be applied, for answers so obtained are not worth the loss of rapport. At the end of the interview, it is sometimes possible to return to a question skipped.

The questionnaire must be used informally and with ease.—Questionnaires are scientific instruments and should be used with precision. Respondents should not, however, be given the uncomfortable impression that they are being tested or investigated. Do not make the respondent feel self-conscious. Use the questionnaire in an easy-going manner. This can be achieved through repeated practice before going into the field for interviews.

Rapport must be maintained throughout the interview.—When rapport is threatened, for a variety of reasons, you should take time out to reestablish or strengthen rapport. No ready-made rules are available for these situations, but taking the respondent's mind off the survey for a moment can be helpful. Make sure there is a smooth return to the questionnaire. Remind the respondent that his/her honest answers are important—there are no right or wrong responses. All responses are confidential.

Close the interview on a positive note.—Thank the respondent for his/her participation in the survey. Leave him/her with the feeling that the interview has been a pleasant and interesting experience. The interviewer will partly determine the reception he/she or others will get on subsequent surveys.

Recording Responses

- Responses must be recorded at the time they are made.
- A respondent's own words must be recorded.
- Non-responses must be accounted for in detail.
- All interview probes (stimuli to elicit a response) must be recorded in parentheses.
- Significant events occurring during the interview must be recorded.

- Recorded responses must be clearly legible.
- Before turning in a questionnaire, it must be checked for completeness, readability, and legibility.

The following Case Situation provides some background information for you to use in developing a complete plan for a community survey in the city of Smithville. The purpose of the community survey is to gather data to be used in updating and expanding Central High School's vocational program. (Additional background information on Smithville is available in the Case Situations in Learning Experiences I and III.) Read the situation described, and then develop a complete plan for conducting the community survey, including—

- adapting existing survey instruments to local needs
- identifying how you will recruit the survey staff
- developing a plan of activities for survey staff to follow in conducting a community survey

CASE SITUATION

You have contacted the state department of education and asked for help in planning the community survey. The materials you received from them included four instruments which have been used for community surveys in various areas of the state (see Samples 5–8).

Your principal has given his "O.K." for using school personnel and students in conducting the survey. He has decided, however, not to ask them personally to help in the survey. He feels that it is entirely your responsibility to enlist their assistance.

You have received from the vocational teacher education department a planning calendar for conducting a community survey (see Sample 9). There was a note that came with it from the teacher educator indicating that he did not consider it a very good one, but it was the only one he had. He stated that some very important points had been omitted. He also indicated that the dates suggested might not be the most appropriate, considering the busiest times of the school calendar year.

SAMPLE 5

COMMUNITY SURVEY FORM

Employer Questionnaire

NAME OF BUSINESS _____
Number of workers _____

Number of Workers	Employee Information	
JOB DESCRIPTION	Full-Time	Part-Time

1. Does your firm provide training for the employees listed above? _____
2. Have you within the last two years experienced difficulty in obtaining capable employees? _____
3. Do you plan to expand your business by increasing your staff? _____
4. What is your average number of annual replacements? _____
5. What is your anticipated employment need for the next five years? _____
6. What possible job openings will you have for vocational graduates? _____
   What levels of training will you require? _____
7. What are the types and amounts of educational preparation you require of future employees?
   Academic _____
   Vocational _____
8. What are some new or emerging occupations that you foresee in your business in the next five years? _____
9. Would your business cooperate with a local school in providing on-the-job training for students? Yes_____ No_____
   If yes, how many students will you accept? _____
   How many hours per day per student? _____
   How many days per week per student? _____
   Name some specific training areas you would provide. _____

Summary Form

NUMBER OF BUSINESSES INTERVIEWED _____

Employee Information

JOB DESCRIPTION	TRAINING LEVEL	PRESENT # OF EMPLOYEES	EST. # NEXT 5 YEARS

NUMBER OF FIRMS WILLING TO TAKE STUDENT TRAINEES _____

TOTAL NUMBER OF TRAINEES ACCEPTED _____

AVERAGE NUMBER OF HOURS PER DAY PER STUDENT _____

AVERAGE NUMBER OF DAYS PER WEEK PER STUDENT _____

SPECIFIC JOB TITLES FOR TRAINEES _____

ESTIMATED HOURLY WAGE _____

NEW AND EMERGING OCCUPATIONS IN THE NEXT FIVE YEARS

_____

_____

_____

_____

SAMPLE 6

COMMUNITY SURVEY FORM

Name _____
Business _____
Position _____
Phone _____

NOTE: ALL ITEMS PERTAIN TO SMITHVILLE ONLY; AND ALL ANSWERS WILL BE KEPT STRICTLY CONFIDENTIAL. ANY ANSWERS OR COMMENTS MADE WILL NOT PLACE ANY OBLIGATION ON YOUR BUSINESS. THIS IS FOR GENERAL INFORMATION ONLY.

1. TOTAL NUMBER OF EMPLOYEES
   a. Number of full-time employees (35 hours/week or more) _____
   b. Number of part-time employees (less than 35 hours/week) _____
2. SEASONAL EMPLOYEES (Christmas, tourism, etc.) YES____ NO____
   a. If "yes" please indicate in the spaces provided the number(s) employed in each appropriate time period (i.e., 12 Jan.–March)
   ____Jan.–March ____Sept.–Nov.
   ____April–May ____Christmas Season
   ____June–August
   FROM_____ TO_____ NO____
   FROM_____ TO_____ NO____
3. ESTIMATED TOTAL EMPLOYMENT IN (not including seasonal employees)
   1975 _____
   1977 _____
   1979 _____
4. TOTAL NUMBER OF NEW EMPLOYEES HIRED IN THE LAST CALENDAR YEAR (1975)
   a. Number of new employees that filled newly created positions _____
   b. Number of new employees that filled vacated positions _____
   c. Number of new employees without prior experience _____
5. TOTAL NUMBER OF EMPLOYEES CHANGED TO NEW JOBS OR POSITIONS WITHIN YOUR ORGANIZATION DURING THE CALENDAR YEAR 1975 _____
6. WHEN YOU HAVE A JOB OPENING(S), WHICH OF THE FOLLOWING SOURCES DO YOU USE TO HIRE WORKERS? (Mark the spaces which are most appropriate for each item.)

	Often	*Sometimes*	*Never*
a. State Employment Service	____	____	____
b. Private Employment Agencies	____	____	____
c. Advertising and Want-Ads	____	____	____
d. Friends and Relatives	____	____	____
e. Direct Company Application (walk-ins)	____	____	____
f. School Cooperative Programs (DE, COE, etc.)	____	____	____
g. Other (Please describe _____)	____	____	____

7. WOULD HIGH SCHOOL COOPERATIVE VOCATIONAL PROGRAMS BE ATTRACTIVE TO YOU IN OBTAINING ADDITIONAL QUALIFIED EMPLOYEES? YES____ NO____
   a. If above answer is "no," please identify changes/additions needed to make high-school-trained personnel an attractive source of qualified employees _____
   _____
   _____
   _____

8. WOULD YOU CONSIDER PERMITTING A QUALIFIED SENIOR HIGH STUDENT TO ENTER YOUR PLACE OF BUSINESS OR AREA OF ACTIVITY AS A VOLUNTEER WORKER IN ORDER TO GET THE EXPERIENCE IN AN OCCUPATION? ..... YES_____ NO_____

9. WOULD YOU BE WILLING TO HAVE YOURSELF OR AN EMPLOYEE VISIT A CLASS(ES) IN A PUBLIC SCHOOL TO EXPLAIN YOUR OCCUPATION? ..... YES_____ NO_____

10. ARE THERE AREAS OF TRAINING EXPERIENCES NOT CURRENTLY IN THE PROGRAM THAT YOU FEEL THE PUBLIC SCHOOLS SHOULD PROVIDE? .....

_____
_____
_____
_____

a. If answer is "yes," please explain .....

_____
_____

11. HOW MANY STUDENTS WHO ARE ENROLLED IN HIGH SCHOOL COOPERATIVE VOCATIONAL PROGRAMS DO YOU HAVE WORKING IN YOUR BUSINESS? .....

_____

Information about Business Operation

A. OCCUPATIONS IN YOUR FIRM*	B. NO. PRESENTLY EMPLOYED*	C. JOB OPENING INFORMATION		D. TRAINING					
	Number	CURRENT JOB OPENINGS	ANTICIPATED JOB OPENINGS						
Job Titles Please list each different occupation in your firm or agency. Add descriptive words, classes, or grades that will clarify the nature of the job.	Total number of persons presently employed in each occupation listed.	No. of those jobs in your firm that are unoccupied or ready to fill immediately.	Job openings expected in the next 12 months for which employees will be actively sought.	Check major source or type of training where employees acquired skills needed for each job listed in column A.					
	TOTAL	TOTAL		High School	OJT or Apprenticeship	Trade Technical School	Jr. College	College	Other
EXAMPLE: Clerk-Typist	3	1	2	X					

*PLEASE REFER TO MORE DETAILED INSTRUCTIONS ON BACK OF THIS PAGE AS NEEDED.

Directions for Completing "Information about Business Operation"

COLUMN A—Occupations In Your Firm

Beginning with the first blank line in Column A, list each **different** job in your firm or agency on a separate line. If you have more than one employee in an identical specific job, use a single line. For example, if you have three Clerk-Typists working for you, the job title "Clerk-Typist" would be entered on a single line as one of the types of jobs that you have in your firm. (See example on line one of survey).

If you are not sure what to call a particular job, or if a job includes many different duties, please add descriptive words that will help clarify the nature of the job. If you need more space, write on another sheet of paper.

COLUMN B—Number Presently Employed

After all the different occupations are listed, go to Column B. List the total number of people you have employed in each different type of job. For example, if you have three Clerk-Typists, the number 3 would be marked in the "TOTAL" column.

COLUMN C—Job Opening Information

Column C is entitled "Job Opening Information." In this column under "Current Job Openings" list the total number of job openings, if any, that you have which are immediately available and for which you are actively trying to find workers from outside your firm. For example, if you have been looking for another Clerk-Typist to fill a job that is currently open, you would mark a "1" in the "TOTAL" column on the line which you had filled in "Clerk-Typist." If you have no openings, make a "0."

In the column "Anticipated Job Openings," list the number of job openings (**other** than current job openings) that you anticipate in the next 12 months for each occupation that you have listed.

NOTE: If you have a current job opening, or anticipate a job opening up in the next 12 months for an occupation that is different from any of the occupations that you presently have in your firm, list its job title in the appropriate job opening information.

COLUMN D—Training

In this column, check the major source or type of training where employees acquired (or, if it is a new job that will be opening up, where they should acquire) skills needed for each job listed in Column A.

"OJT" indicates "on-the-job training." If an employee only needs **some** college training but not a degree, please indicate the number of years needed in the box.

SAMPLE 7

COMMUNITY SURVEY FORM

Confidential Information Concerning Local Business Firms

Name of Business _____

Address _____ Telephone _____

Type of Business _____

Name of Person Completing Questionnaire (Optional) _____

Title (Optional) _____

Interviewer _____ Date _____

Total No. of Employees _____ No. of Clerical and Office Employees _____ No. of Craftspersons _____ No. of Salespersons _____ Other _____

Projected Employment Needs: No. of employees needed 6 mos. from now _____ 1 year from now _____ 2 years from now _____

Does your business have a training program for beginning workers?
Yes _____ No _____

Type of Training Program _____

Mandatory Education Requirements for New Employees _____

Desirable Education Requirements for New Employees _____

Please list school training programs which employer feels would contribute to the success of the business and its present employees. (Examples: safety practices, basic electricity, blueprint reading, supervisor-management training, food service, salesmanship, secretarial office practice, office education, office machines, etc.)

_____

_____

_____

_____

SAMPLE 8

COMMUNITY SURVEY FORM

NAME OF BUSINESS _____ **TYPE OF BUSINESS** _____

	JOB DESCRIPTION	NUMBER OF EMPLOYEES	ESTIMATED AVG. ANNUAL NUMBER NEW ENTRANTS	TRENDS IN EMPLOY-MENT		REQUIREMENTS FOR EMPLOYMENT				KIND OF TRAINING THAT COULD BE GIVEN TO EMPLOYED PERSONS		PROMOTIONAL POSSIBILITIES
						EDUCATIONAL LEVEL		SPECIAL TRAINING	EXPER. (YRS.)	FOR IMPROVEMENT IN PRESENT POSITION	IN PREPARATION FOR PROMOTION	
				UP	DOWN	MINIMUM	DESIRED					TO WHAT JOB?
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

SAMPLE 9

SURVEY TIMETABLE

Target Dates for Community Survey

Sept. 29	Orientation meeting with principal Obtain oral and written approval for survey
Oct. 16	Orientation session for steering committee
Nov. 10	Final plan for community survey completed
Dec. 2	Begin data-gathering activities
Dec. 17	Complete data-gathering activities
Jan. 3	Begin analysis of data
Feb. 10	Complete final report

After you have developed your complete plan for conducting the community survey, arrange to have your resource person review and evaluate your plan. Give him/her the Checklist for Planning a Community Survey, pp. 65–66, to use in evaluating your work.

NOTES

CHECKLIST FOR PLANNING A COMMUNITY SURVEY

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In planning, the teacher:				
1. adapted existing survey instruments to meet the needs of the community	☐	☐	☐	☐
2. devised instruments that would provide all the desired data in an organized, concise manner	☐	☐	☐	☐
3. developed a plan of activities for the survey staff to follow in conducting a community survey, including plans for:				
a. acquainting all members of the survey team with their duties and responsibilities	☐	☐	☐	☐
b. acquainting the survey team with the information and data to be secured from employers	☐	☐	☐	☐
4. identified ways of approaching school personnel concerning their participation in the community survey	☐	☐	☐	☐
5. organized information to explain to school personnel the benefits they could derive from participation	☐	☐	☐	☐
6. identified information to be used in explaining to school personnel the need for their participation	☐	☐	☐	☐
The plan included full explanations of how the teacher would:				
7. obtain commitments from school personnel to participate	☐	☐	☐	☐
8. introduce all participants at meetings of survey personnel	☐	☐	☐	☐
9. provide those in attendance with an overview of the present vocational program	☐	☐	☐	☐
10. explain the purpose of, and the use to be made of, the survey	☐	☐	☐	☐
11. explain the survey forms	☐	☐	☐	☐
12. explain the defined geographic area within which the survey will be made	☐	☐	☐	☐

	N/A	No	Partial	Full
13. explain the organizational structure of teams, sub-areas, and coordination techniques	☐	☐	☐	☐
14. identify persons and groups who are to assist with data gathering	☐	☐	☐	☐
15. explain the timetable for data gathering and its completion	☐	☐	☐	☐
16. assign specific responsibilities to each participant	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience VI

FINAL EXPERIENCE

While working in an **actual school situation,*** prepare for a community survey.

At a time when community survey data is necessary for program development and evaluation, prepare or assist in preparing for a community survey. This will include—

- obtaining the approval of your administrator for conducting the community survey
- organizing a steering committee to assist with the survey
- identifying the geographical area in which to conduct the survey
- soliciting information and assistance from local and state agencies in planning the survey
- developing survey instruments to be used
- recruiting the survey staff
- developing a plan of activities for survey staff to follow in conducting the community survey

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks)

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and observe an instance in which steering committee members are being prepared to assume their roles.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 69–71.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing for a community survey.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare for a Community Survey (A–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In obtaining administrative approval to conduct the survey, the teacher:						
1. presented administrators with all necessary information in a concise manner	☐	☐	☐	☐	☐	☐
2. justified the need for, and use of, a survey	☐	☐	☐	☐	☐	☐
3. justified the expenditure of time and money necessary to conduct the survey	☐	☐	☐	☐	☐	☐
In organizing the steering committee to assist with the survey, the teacher:						
4. identified the role and function of committee members	☐	☐	☐	☐	☐	☐
5. presented information on the school and community to the committee	☐	☐	☐	☐	☐	☐
6. oriented the steering committee to the school's present programs	☐	☐	☐	☐	☐	☐
7. reviewed with the committee their role and function	☐	☐	☐	☐	☐	☐
8. obtained specific information about the approach to use in surveying the community	☐	☐	☐	☐	☐	☐
9. prepared members to assume a leadership role in assisting the total survey staff	☐	☐	☐	☐	☐	☐
10. included both males and females on the steering committee	☐	☐	☐	☐	☐	☐
11. included a cross section of the community on the committee, including the specific groups to be represented	☐	☐	☐	☐	☐	☐
12. included nine (approximately) people on the committee	☐	☐	☐	☐	☐	☐
In determining the geographical region for the survey, the teacher identified:						
13. resources available to help with the survey	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
14. nature and size of the community	☐	☐	☐	☐	☐	☐
15. size of businesses and their distance from school	☐	☐	☐	☐	☐	☐
16. an appropriate geographic region	☐	☐	☐	☐	☐	☐
When working with the chamber of commerce, the teacher:						
17. informed the chamber of commerce of the need for, and purpose of, the survey	☐	☐	☐	☐	☐	☐
18. requested lists of employers within the community	☐	☐	☐	☐	☐	☐
19. solicited information on expected business and industrial expansion in the community	☐	☐	☐	☐	☐	☐
20. solicited the assistance of the chamber of commerce in publicizing the survey	☐	☐	☐	☐	☐	☐
When working with the state department of education and/or university personnel, the teacher:						
21. informed the contact person about the survey	☐	☐	☐	☐	☐	☐
22. requested information about survey techniques and services available from the state department	☐	☐	☐	☐	☐	☐
When working with the local office of the U.S. employment service, the teacher:						
23. informed the local office of the need for, and purpose of. the survey	☐	☐	☐	☐	☐	☐
24. determined the services and information available from the local office	☐	☐	☐	☐	☐	☐
25. requested statistical reports of manpower needs and trends	☐	☐	☐	☐	☐	☐
26. requested pertinent resource materials on job openings for student use	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
When developing instruments to be used in conducting the survey, the teacher:						
27. developed and/or adapted existing survey instruments to meet the needs of the school and community	☐	☐	☐	☐	☐	☐
28. devised instruments that would provide all the desired data in an organized, concise manner	☐	☐	☐	☐	☐	☐
When recruiting and working with survey staff, the teacher:						
29. explained to school personnel the need for their participation	☐	☐	☐	☐	☐	☐
30. explained to school personnel the benefits they could derive from participation	☐	☐	☐	☐	☐	☐
31. obtained commitments from school personnel to participate	☐	☐	☐	☐	☐	☐
32. acquainted the survey team with specific procedures to be followed in conducting the survey	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES